Programme Specification

Title of Course: *MLA Landscape Architecture*

Date first produced	30/04/2014
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Version number	4
Faculty	Kingston School of Art
School	School of Arts
Department	Department of Architecture and Landscape
Delivery Institution	Kingston University London

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	MLA Landscape Architecture
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	PG Cert.Landscape Design if leaving with 60 credits MA Landscape Design if leaving with 180 credits PG Dip. Landscape Design if leaving with 120 credits
Course Code *For each pathway and mode of delivery*	PPLAN1LAN01 PFLAN1LAN01
UCAS code *For each pathway*	

RQF Level for the Final Award:	Level 7
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University London
Location:	Department of Architecture & Landscape, School of Art and Architecture, Kingston School of Art, Knights Park
Language of Delivery:	English
Modes of Delivery:	Part-time Full Time
Available as:	Full field
Minimum period of registration:	Part-time - 4 Full Time - 2
Maximum period of registration:	Part-time - 8 Full Time - 4
Entry Requirements:	The minimum entry qualifications for the programme are: • a good honours degree (minimum 2.2) or postgraduate degree, or professional work experience in landscape or a relevant discipline such as architecture, spatial design and planning, ecology, engineering, environmental science, land management. • Relevant work experience is considered on an individual basis Applicants with prior qualifications and learning may be exempt from appropriate parts of the course in accordance with the University's policy for recognition of prior experiential learning (RPEL) or prior certificated learning (RPCL). Admission through advance standing

	is at the discretion of the course leader and will be considered on an individual basis. A minimum IELTS score of 6.5 TOEFL 88 or equivalent is required for those for whom English is not their first language. Applications are considered initially on the basis of the information contained in the application forms including academic and employer references and a portfolio of evidence of personal study or a professional portfolio. Applicants who are present in the UK will normally be required to attend an interview with an academic member of the programme team.
Programme Accredited by:	**Landscape Institute LI UK (and recognition by International Federation of Landscape Architects IFLA)**
QAA Subject Benchmark Statements:	N/A
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The MLA Landscape Architecture aims to provide an effective landscape architecture 'professional advancement' programme or practice-facing professional 'conversion' programme where motivated graduates bring knowledge, understanding, creativity and skills from landscape and related disciplines to the professional study of landscape architecture, to support progression towards a professional career in landscape and interdisciplinary practice and research.

The course is designed for talented students who have achieved a good degree in landscape or a related discipline and aims to:

- Prepare students for effective and informed employment in the expanding profession of landscape architecture and in diverse interdisciplinary contexts of creative contemporary landscape and environment practice;
- Provide a stimulating educational experience that meets and exceeds the requirements of the profession of landscape architecture and involves students in practitioner and live project engagement, to explore the critical scope and potentials of the field;
- Develop and extend critical landscape literacy, knowledge, understanding, and skills, in relation to co-design and production in the interdisciplinary context of study and in relation to the work of co-professionals;
- Engage students in strategic and detailed design proposals, their critical evaluation and effective Landscape Architectural advocacy and resolution;
- Support the development of a personal portfolio for individual career advancement in the field of landscape architecture; including the Landscape Architecture Thesis Project.

B. Intended Learning Outcomes

The programme outcomes relate to the UK Quality Code for Higher Education, including the QAA Master's Degree Characteristics 2020, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and an awareness of the Subject Benchmark for Landscape Architecture, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
Programme Learning Outcomes					
A4	Present a portfolio of projects and a 'capstone project' to support and focus individual and professional career–practice and research ambitions.	B4	Demonstrate critical thinking in the development of a personal portfolio,professional practice report and landscape manifesto.	C3	Achieve and demonstrate self-confidence, skill and creativity, in presenting their work and ideas alongside those of others.
A3	Deliver and communicate evidence of in-depth knowledge and critique of seminal texts and precedent projects relevant to contemporary landscape practice.	B3	Achieve and deliver critical thinking and its application in relation to theory and ethical, inclusive, sustainable practice of landscape architecture.	C2	Demonstrate and exercise a range of practical professional skills appropriate to landscape architecture projects, and in an interdisciplinary environment,
A2	Demonstrate aesthetic, ethical and pragmatic discrimination in the choice of materials, construction strategies, processes and their specification, appropriate to the MLA and preparation for reflective practice.	B1	Demonstrate critical thinking in relation to the exploration, evaluation, advocacy of effective landscape design strategy.	C1	Achieve the production of a creative landscape architecture portfolio, professional practice management report and exhibition or digital publication of the 'capstone project'.
A1	Deliver evidence of in-depth understanding of professional practice implications and responsibilities of the landscape architect, co-professionals and specialists, in design project proposals, ethical and sustainable practice, appropriate to the Landscape Institute Educational Framework.	B2	Achieve and communicate critical evaluation and proposition, in interdisciplinary teams and working individually.	C4	Achieve and demonstrate a high level of skill in primary and secondary research; particularly in relation to project briefings, site appraisal and appropriate data gathering and mapping.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered as a full field in full-time and part-time modes, typically across two years full-time or four years part-time, and leads to the award of MLA in Landscape Architecture. Entry is normally at level 7 with a minimum appropriate undergraduate award 2.2 or equivalent practice experience and/or, qualifications (See section D). Transfer from a similar programme is possible, (exceptionally) during year one of the programme, (with passes in comparable level 7 modules) – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

Landscape Institute (LI) professional accreditation is targeted by this programme.

E2. Work-based learning

Work-based learning is not included in the programme. Work experience in a context of landscape practice is actively encouraged, although it is the responsibility of individual students to source and secure such opportunity. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this that they can clearly relate to their ambition within the professional practice of landscape architecture and to evaluate their own level of skills and competencies, and the relationship between practice and theory. Previous experience of working in relevant design and interdisciplinary practice contexts is valued.

E3. Outline Programme Structure

The programme is made up of five modules totalling 240 credits: two 30 credit and three 60 credit modules at Level 7, and is typically studied over 2 years full-time or 4 years part-time. All students will be provided with the University Postgraduate Regulations (PR) and specific additions, as required for accreditation by the Landscape Institute. Full details of each module will be provided in module descriptors and student module guides. All students receive the Course Handbook. Typically students must complete 120 credits at each year on the full-time mode and 60 credits in each year on the part-time mode. Full-time students are required to pass 120 credits in Year 1 in order to progress to Year 2.

The MLA first year of study in full-time mode comprises two modules each worth 60 credits taken across teaching blocks 1 and 2.

The Landscape Architecture: Primer module (60 credits) is delivered through intensive practitioner-led workshops. This module is delivered through the year, with more intensity in teaching block 1. It supports the Portfolio module.

The Landscape Architecture Portfolio module (60 credits) is the testing of the synthesis of knowledge, skills and techniques applied in the context of studio teaching in a range of design projects and their iterative development. This module is delivered through the year with emphasis on teaching block 2.

The MLA second year (full-time) comprises the Thesis Project 60 credits and two 30 credit modules, Landscape Architecture: Professional Practice Design and Making, and Landscape Architecture: Reading**,** Research and Narrative across two teaching blocks.

In the summer period between Years 1 and 2, students typically commence work on the Critical Case Study, which is assessed as part of the Professional Practice Design and Making module in Year 2. Students are also strongly encouraged to undertake relevant work experience to support critical reflection and consolidation of the learning achieved in the first year and specifically to prepare for the second year of the programme. Arrangement of the work experience is the responsibility of the student.

FULL-TIME

MLA Landscape Architecture

Level 7							
MLA Landscape Architecture							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Landscape Architecture Professional Practice: Design & Making	LD7203	30	7	TY13		1	2
Landscape Architecture Thesis Project	LD7205	60	7	TY13		1	2
Landscape Architecture: Portfolio	LD7202	60	7	TY13		1	1
Landscape Architecture: Primer	LD7201	60	7	TY13		1	2
Landscape Architecture: Reading, Research and Narrative	LD7204	30	7	TY13		1	1
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The programme is designed to take account of the KU Curriculum Design Principles. In particular the Masters level programme aims to encourage students to become flexible and independent learners, to take ownership of their learning and become proactive, reflective and independent practitioners. This includes peer learning and group work, as well as independent study, in a range of contexts which may include Landscape Interface Studio live projects engagement:

'Workshops' and 'charrettes'
provide intensive focus and require students to deliver a range of defined outcomes in a short time. Practitioner and group interaction allows for collaborative outputs and the development of individual competencies. Students are encouraged to share skills, knowledge and learning in a proactive environment, to support interdisciplinary 'action learning'.

Design studio, tutorials and critiques (crits)
are interactive and encourage peer engagement and independent development. Tutorials and critiques are inclusive of peer input and reflection, to highlight the knowledge within the group. Tutorials and crits encourage student interaction in advancing knowledge, capacity and ambition, as well as providing feedback and 'feed forward'. Students and their peers are required to make notes during these sessions to propel individual and group attainment.

Lectures and seminars
are inclusive of guests and provide opportunities for interactive dialogue. Students are required to submit notebook summaries of content and reflection, for formative feedback. Seminars may be student-led to promote the acquisition of knowledge and its confident presentation.

Study visits
engage students in shared investigation of site and context, including meetings with professionals, communities, and clients, as appropriate. These include management, ambition and creativity in gathering evidence and information, to support project development.

Live projects
engage students in contexts outside of the university, as appropriate, with client and community interaction. This is a context for public peer learning, reflection and exchange of skills and ideas. It prepares students for effective professional interaction.

Critical case study
students engage in critical reflection on a specific case study project and the presentation of findings to the peer group for feedback and reappraisal as necessary.

Personal development plan
requires ownership of a personal learning agenda, and specifically identification of skills and knowledge gaps as well as strengths from the start of the programme. This informs independent and peer learning and the identification of summer work experience focus, in discussion with tutors. This is assessed formatively.

The Virtual Learning Environment (VLE)
A range of learning and digital technologies are used to enhance the students' ownership of their learning experience and facilitate peer as well as student-tutor interaction.

The complexity of the subject and its multiple layers of knowledge and information takes advantage of possibilities for large data storage and sharing, and contacts via digital media, including:

Dropbox, MediaFire, KU VLE/Canvas, and Landscape Interface Studio Blog,
Twitter and LinkedIn.

Building Information Modelling (BIM) is specifically included in the curriculum to prepare students for its effective use in practice.

The curriculum is designed to provide:
- intensive fast pace workshops to support immediate skills enhancement;
- a dynamic and stimulating experience, in which emerging and established knowledge and practice underpin landscape architecture learning;
- motivation and support to encourage students (individually and in groups) to develop distinctive project proposals, effective professional practice reports, design development and communication, with clearly expressed research;
- grounding and support for a critical and creative Landscape Architecture Portfolio.

The pedagogic principles:
- bring together MLA Landscape Architecture with other Landscape Architecture and Landscape & Urbanism students to benefit from international collaboration, and interdisciplinary transfer of knowledge and skills;
- include varied delivery and interaction between students, tutors, specialists, with clear critique and assessment, individual and team work, self and peer review and guidance for improved results;
- identify opportunities to work with targeted competitions, clients, alumni, at different scales of experience from the individual, to the community, and city scale;
- develop student knowledge and experience, career ambitions and experience of diverse demands of contemporary creative practice; making use of the Art, Design and Architecture Faculty resources: research expertise, studios, workshops, library, and local landscape resources.

Teaching is practice and research-led and a shared interdisciplinary studio experience, with the intention of extending creativity, individual confidence and the reach of professional and academic experience for students across the programme.

LinkedIn Learning – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

Assessment
Assessment is both summative and formative. Primarily summative assessment is intended to identify what has been learned (assessment of learning) and therefore the assessed mark informs the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides support for student in identifying their strengths and weaknesses, and focusing on areas they need to work on and improve. The assessment strategy and criteria are described in written briefs and mapped to the module learning outcomes. The assessment criteria are described verbally at project briefings.

The assessment strategies are designed to replicate the range of outputs that are required in the contemporary practice of Landscape Architecture and help students to prepare for their ongoing professional development through the Landscape Institute's Pathway to Chartership for example.

Landscape Primer
This is the assessed output of the immersive workshop/charrettes, that address exercises in key professional skills such as site investigation, ground shaping, planting techniques, and also research techniques, drawing and communication techniques , industry standard digital media, model making. The Primer is a record of the student's individual learning and group exercise outputs, references, reflections and notes as a log, or diary of learning. It provides a platform for the student's engagement with the rest of the programme and with design projects and the Landscape Portfolio.

Landscape Portfolio
The Portfolio is the output from the module that runs alongside the Primer module and involves students in design projects and their graphic communication, that are set to test the application of skills and knowledge developed in the immersive workshops. The Portfolio records the design process and resolution of a number of design project briefs.

Critical Case Study
The case study involves students in a critical appraisal of a case study project, identified with tutor guidance to explore and develop understanding of the processes and impacts of landscape architecture projects and the critical deign and making of the project. The case study is selected with tutor guidance to respond to the particular interests and also the areas of knowledge and expertise which individual students need to develop for their professional engagement with the effective practice of landscape architecture. The case study is identified for a start in teaching block 3 in the summer between Years 1 and 2 for full-time students. The development and delivery of the case study takes place in Year 2 (for full-time students) as 50% part of the Professional Practice module. This is a graphically annotated as well as text-based submission.

Project Report
The Project Report is a graphic report, illustrated with drawings that describe the design process and the professional practice context of a project proposal to include and illustrate the professional stages of work, legal and regulatory frameworks and professional responsibilities and ethics of the practice of landscape architecture and working relationships with co-professionals. The report makes particular reference to the Landscape Institute codes of conduct and wider professional contexts including EU and international as appropriate. The Project Report specifically addresses scenarios of design, making and aftercare. The Critical Case Study 50% and Project Report 50% comprise the assessment strategies for the Professional Practice module.

Landscape Reader
The Landscape Reader involves students in lectures and seminars and note-taking and the critical reading and reviewing of seminal texts and journal articles.

Illustrated Landscape Manifesto
The Illustrated Landscape Manifesto requires students to assert a position in relation to the lectures, seminars and discussion that will inform their design work and professional engagement with the discipline. This assessment strategy aims to build landscape literacy and an agenda or principles that will support informed design development and resolution.

Project Narrative

The Project Narrative enables students to develop the expression and articulation of the motivation and aspiration of a design project and the rationale for design decision making. This is also an annotated and illustrated document. The Landscape Reader, 20% Illustrated Manifesto 60% and Project Narrative 20% comprise the assessment strategies for the Theory module.

Landscape Architecture Thesis Project
This is the 'capstone project' of the MLA and is designed to give students the opportunity to present a synthesised design proposition the tests and challenges their skills across the spectrum of professional competencies and outputs and their communication and dissemination. This is a project that will be presented through drawings and appropriate media with a portfolio of work of the 'journey' or progression of the project with a clear text Narrative that enables dissemination. A curated document for digital publication or exhibition is to be presented alongside the portfolio of the process.

E. Support for Students and their Learning

The Personal Tutor Scheme

Aims
- to provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and supporting students with any individual needs and guidance of KU/Kingston School of Art support;
- to provide a holistic overview and guidance for individual study and the development of personal practice;
- to provide ongoing formative feedback and personal development recommendations embedded in studio culture and teaching;
- to support students in taking ownership of their study and in developing ability to be self-reliant and reflective and to use feedback/feed forward to best advantage.

Key Features of the Personal Tutor scheme
- the personal tutor is allocated at the beginning of the academic year;
- the introductory/welcome tutorial meeting will occur at the beginning of the academic year with regular studio tutorials
- one-to-one meetings may vary in length depending on the profile and needs of individual students.

Students are supported by:
- Course Director to help students understand the programme structure
- Programme team: Studio tutors, Module Leaders and tutors
- Personal Tutors to provide academic and personal support
- 3D Workshop technical team
- Library/Learning Resource Centre staff
- Digital Media Workshop technical support team
- Group work and peer group support of independent study is encouraged
- The Student Office with a dedicated Programme Administrator
- A Student Achievement Officer who provides pastoral support
- An Academic Success Centre that provides academic skills support for UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.

- An induction week at the beginning of each new academic session
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- Staff Student Consultative Committee
- Support for students with disabilities
- English Language support for International students
- Kingston University Student Services including health centre
- Careers and Employability Services including Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
- The Union of Kingston Students
- Student membership of the Landscape Institute

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at the subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires) and a Postgraduate Survey.
- Moderation policies
- Feedback from employers
- Landscape Institute professional body requirements and LI Professional Review Group annual monitoring
- International Federation of Landscape Architects interaction.

G. Employability and work-based learning

The programme recognises the need to prepare graduates for the increasingly competitive market of practice and will support students in targeting new opportunities across the sector, often in multidisciplinary teams in the UK and international contexts of practice. The MLA is a professional qualification to be presented for accreditation by the Landscape Institute. The MLA reflects the International Federation of Landscape Architects (IFLA)/UNESCO Charter for Landscape Architectural Education and the European Landscape Convention.

The part-time mode of study allows students to engage in practice employment alongside study. This is seen as a positive contribution to the experience of the cohort in bringing immediate practice reference and peer learning to the group.

Graduates of the School's established postgraduate Landscape courses currently work across a range of scales and geographies of practice from bespoke small & medium enterprises including award winning practices such as Gustafson Porter London & Seattle, Grant Associates (Singapore Gardens by the Bay project); Land Use Consultants, to major international multidisciplinary practices ARUP: London Olympics, High Speed 2 Building

Information Modelling; AECOM: London and Rio Olympics; and for agencies including the Historic Royal Parks, National Trust, and international agencies.

Other graduates progress to research roles, working towards research degrees and in education Santiago University Chile and University of Pune India.

Student employability:
- The course is outward-facing and industry-focused. The Landscape Interface Studio 10 years of working with live projects in postgraduate landscape at Kingston has an established track record of successful preparation for employment.
- Intensive workshops, live projects, client and community engagement are fundamental to the teaching and learning programme. Students are prepared for practice opportunities that this course targets.
- Summer work experience and case study visits allow for individual bespoke and direct landscape practice involvement.
- Assessment strategies include student-led seminars, professional portfolio, and Thesis project exhibition and publication, which deliver explicit evidence of the capacity, creativity and employability of the individual student.
- Contact with our network of colleagues outside of the university brings a close relationship and connectivity with the world of practice and diverse opportunities for employment.

Successful graduates will be well equipped to:
- work in landscape and multidisciplinary contexts for Green Infrastructure projects at the strategic scale;
- work with co-professionals in specific areas of practice for example ' water, places and people', landscape advocacy, policy and design (informed by staff practice and research);
- support client and community engagement in design for the public realm;

Specific Landscape Architecture employability skills are developed throughout the programme including:

- professional approach to enquiry, learning and practice
- an overall aim to enrich the quality of life of users in creative environmental design practice, team working, and embedded respect for individual, community experience and sustainable environmental design and stewardship

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work-based learning is not included in the programme. Work experience in a context of landscape practice is actively encouraged, although it is the responsibility of individual students to source and secure such opportunity. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this that they can clearly relate to their ambition within the professional practice of landscape architecture and to evaluate their own level of skills and competencies, and the relationship between practice and theory. Previous experience of working in relevant design and interdisciplinary practice contexts is valued.

H. Other sources of information that you may wish to consult

Landscape Institute
https://www.landscapeinstitute.org/

European Landscape Convention, Council of Europe
http://www.coe.int/t/dg4/cultureheritage/heritage/Landscape/default_en.asp

Landscape Interface Studio website
http://landscapeiskingston.wordpress.com

Course Page on the KU website
http://fada.kingston.ac.uk/al/mla/

QAA Master's Degree Characteristics 2015
http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7				
		LD7205	LD7204	LD7202	LD7201	LD7203
Knowledge & Understanding	A4		S	S	S	
	A3	S	S			S
	A2	S				S
	A1	S		S	S	S
Intellectual Skills	B4		S	S	S	S
	B3	S	S			
	B1	S		S	S	
	B2					
Practical Skills	C3	S				
	C2			S	S	S
	C1	S		S	S	S
	C4		S			

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.